CLASSICAL ROOM
GENERAL LIBRARY

Report of Atlantic City Convention

MAR 1 8 1930

Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 11

March 17, 1930

TEN CENTS A COPY
BY THE YEAR, $3.00

Just Published

Pearson and Lawrence's

LATIN II

654 pages Richly illustrated $1.72

AN extraordinarily good book for the teaching of second year Latin. It follows closely the authors' LATIN I and conforms to the recommendations of the Classical Investigation, in regard to content and method.

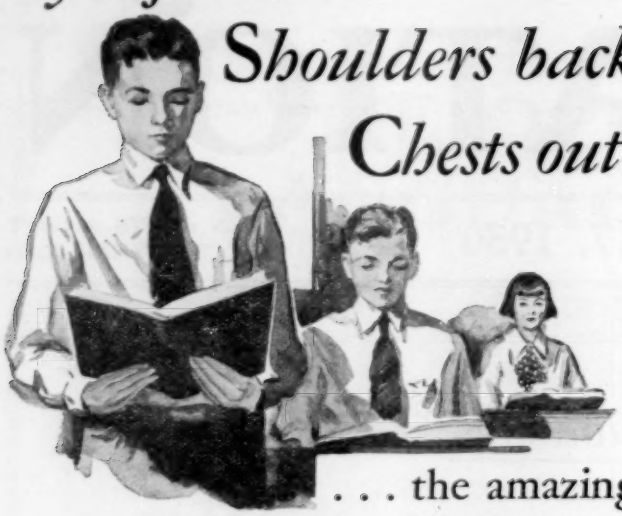
Teachers will find that this book presents all the required work in second year Latin in an interesting and effective manner. Here are combined the study of the postponed grammatical principles, all of the required Caesar readings, and exercises in Latin prose composition.

The typography, pictures, maps, and binding make this a beautiful book.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

Eyes front—



Shoulders back
Chests out!

. . . the amazing story of school seating and America's future!

FOR America's children—for America's future. For sound, erect, agile bodies and clear, alert minds. That the years at the school desk—the years in school chairs may be a direct contribution to the physical, as well as mental fitness of your pupils.

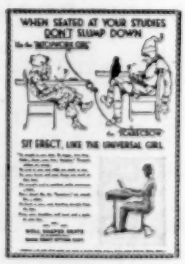
This has been the ideal of the American Seating Company in building school seating. This—to design our product that America's youth would arise from American School seats with eyes front, shoulders back, chests out.

Good posture when seated—to lessen fatigue, put the body at rest, shape it scientifically and correctly for the years to come. School seating that makes it *easy* to sit erect. That frees vital organs from being cramped or pushed out of place. That permits their normal functioning. School seating that favors normal, *correct* sitting—and *never* slides the student into a bodily slump that may eventually mean mental and physical depression.

Our contribution is years of research and countless laboratory tests—posture correctness based on thousands of actual measurements worked by specialists into exacting specifications—school seats scientifically determined and produced. For more than 50 years American seating has been a major factor in America's education.

This Posture Poster—Free

So your pupils may know the importance of correct sitting posture, we have prepared this poster for you. In three colors—17½ inches by 25 inches. Free to teachers and educators who mail the coupon. We will include, upon request, 15 authoritative booklets on schoolroom posture and seating. Please use the coupon.



American Seating Company

General Offices: 14 East Jackson Boulevard, Chicago, Ill.
Branches in All Principal Cities

AMERICAN SEATING COMPANY J.E. 3t
14 East Jackson Blvd., Chicago, Illinois

Please send me, without obligation ( ) copies of your Classroom Posture Poster on Sitting.

Name.....

Address.....

Position.....
(Indicate here whether you are Superintendent, Principal or Teacher)

The Laidlaw Readers

With Pupils' Workbooks, Primer through Book Six

A New Series of a New Type

Workbooks for the Middle Grades.
The Pupils' Workbooks for Grades Four, Five, and Six are now ready — completing a comprehensive Workbook Program from the Primer through Book Six in which work-type exercises help to develop the desirable reading abilities. Moreover, the content of the LAIDLAW READERS is of high literary quality and there is a wealth of material of permanent informational value.

Teacher Difficulties Minimized.
The **response material** and **study activities** in the Readers offer so much in the way of suggestions for pupils' work that most of the teaching difficulties are minimized or entirely eliminated.

A New Standard in Reading Textbooks.
The Primer and its method of presentation are so simple that the long, tedious pre-primer work is eliminated. Informal suggestions which include teaching plans for every selection are interleaved into a Teachers Edition for the Primer, Book One, Book Two and Book Three. **Teachers Plans** for Books Four, Five, and Six are included in one book. There is a striking freedom from any "cut and dried plan" as the suggestions are most elastic and give full rein to teacher initiative.

Write for Further Information

LAIDLAW BROTHERS
Educational Department
2001 Calumet Ave., Chicago **36 West 24th St., New York**
133 First St., San Francisco

Form X Is Now Ready

New Stanford Achievement Test

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

Complete, improved testing program in grades 2 to 8

In response to the early demand from many users of the first two forms, Form X of the **New Stanford Achievement Test** is now published, making three alternative forms available.

This is certain proof that this test is meeting the need of discriminating test users who conduct a systematic program requiring periodic measurement of pupil achievement.

Primary Examination for grades 2 to 3 covers reading, spelling, and arithmetic. **Advanced Examination** for grades 4 to 8 covers all subjects.

Send for description

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston **2126 Prairie Avenue, Chicago**
Also Atlanta, Dallas, San Francisco, Portland, and Manila

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MARCH 17, 1930

EDITORIALS:—
How to Teach 307
Worthwhile Activities 307
Astronomy on High 308
Tenth Education Week 308
The Best Playground 308
Katharine Lee Bates Memorial 308
Forestry Education 308
Women's Education 308
BELDING'S PAGE 309
No Stabilization Yet 309
Transportation 309
How Far Between Schools? 309
THE ATLANTIC CITY MEETING 310
By A. E. Winship
Atlantic City 310
Artistic Effect 310
The Program 310
Audiences 310
A Spirit of Leisure 310
President Crozier 311
Exhibits 311
President of National Association 311
Department of Education 311
Commissioner Cooper 311
Tolerance Magnified 311
Finley at His Best 311
Recognition of Women 312
Friendship Breakfast 312
Priest and Presbyterian 312
College Teachers of Education 312
New Jersey Teachers 312
Assistant Superintendents 312
Engelhardt on Costs 313
New York University 313
Future Research 313
Science and Majorities 313
Dean Russell's Americanism 313
James E. West 313
The Ittner Dinner 313
Official Keys 313
EDUCATION IN THE SPIRIT OF LIFE 314
By David J. Malcolm
THINGS WORK OUT (Poem) 315
By Edgar A. Guest
HEARD AT ATLANTIC CITY 316
INTELLIGENCE TESTS 322
By Arthur Dean
CHARACTER CHATS 323
By Joseph B. Egan
Expanding Ideas 323
The Water-Walking Tolok 323
By One's Companions Let One Be Judged 323
Little Lakes of Death—I 324
Little Lakes of Death—II 324
EDUCATION IN ACTION 325
TREND OF THE TIMES 327
THE BOOK TABLE 328
GRINS BETWEEN GRINDS 328
THE SEVEN MISTAKES OF MAN 330
WORDS OF THRIFT 330
THE WORLD'S LANGUAGE 330
HAVE FAITH IN YOURSELF 331

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter. Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

How to Teach

HOW to teach is the chief problem in education.

Science of education and problems of administration are vitally related to the art of teaching.

How to teach children is the main concern in teaching.

Teaching subjects is of slight consequence. The child is the learner, and the problem of education is "How to Teach" a child to learn.

Only one personality has so exemplified the art of teaching for two thousand years that He is characterized as The Great Teacher.

The Great Teacher's art of teaching has applied ideally to all classes and conditions of people, young and old, in all lands, ages, and languages.

There have been famous philosophers in education, but none has produced a nation of universal education.

There have been individualistic creators of tricks in teaching, but none has survived the flare of newness.

Dr. Arthur C. Boyden, principal of the Massachusetts State Normal School, Bridgewater, has made a study of "How to Teach as the Great Teacher Taught" from the demonstration of How to Teach by the Great Teacher of all time, which is a great creation in education.

Worthwhile Activities

THE third decade of the twentieth century has broken all records in achievements in industry and commerce, in discoveries, inventions, and creation.

In nothing has this spirit of achievement been more wonderful than in devotion to human welfare.

One must now be good for something in order to be good.

Any achievement in science and religion must now be worthwhile in order to be recognized as an achievement.

Astronomy on High

THE April scientific creation will be the observation of the eclipse of the sun in airplanes on April 28.

The shadow path will be less than half-a-mile in width and will be total for a little more than a second.

This will be the first time that an eclipse of the sun has been free from the atmosphere close to the earth.

Yale gets four million more. The Sterling estate gives $3,000,000 for a building for the graduate school, and a million, the income of which is for the upkeep of the graduate school.

Tenth Education Week

AMERICAN Education Week, 1930, will be November 10-16. Monday, "The Enrichment of Human Life"; Tuesday, "Patriotism and World Understanding"; Wednesday, "The Schools of Yesterday"; Thursday, "The Schools of Today"; Friday, "What the Schools Have Helped the Individual to Achieve"; Saturday, "What the Schools Have Helped America to Achieve"; Sunday, "The Schools of Tomorrow and the Future of America."

New York City public schools enroll a million and one hundred thousand students this season, an increase of forty thousand over the enrollment before Christmas.

The Best Playground

BECAUSE of the mountains and valleys, the unequaled variety of trees, shrubs and vines, and accessibility, the Great Smoky Mountain National Park of 427,000 acres will be the best playground in the New World.

The Rockefeller family's gift of $5,000,000 made the project feasible, and the states of North Carolina and Tennessee have deeded 150,000 acres as the nucleus of the park.

Katharine Lee Bates Memorial

TO HONOR the memory of Katharine Lee Bates, author of the popular hymn "America the Beautiful," it is proposed to establish in Boston a memorial that will express the gratitude not only of the college with which she had been associated but of the entire country. To this end the Katharine Lee Bates Memorial committee has been organized with Gamaliel Bradford as chairman.

Forestry Education

FOR many reasons it is of high importance that America should be forest-minded. This is an emergency measure, and is in no sense a mere sentimental luxury.

It is an open question whether it will be possible for the best forestry promotion to fully meet the emergency, but it will be possible to reduce the hazard.

It is a tragedy that no university has come to the rescue of the forests until now, but it is cause for universal thanksgiving that S. W. Childs and wife and C. L. Park with $425,000 cash, and Hewitt Myers with 8,000 acres make it possible for Yale University to establish a worthwhile Forestry School.

Women's Education

[A History of Women's Education in the United States. Volume I, 608 pages. Volume II, 647 pages. By Thomas Woody. Science Press, New York City. See Book Page.]

THIS is much more than a history of women's education in the United States. It is a brilliant account of woman's opportunities and lack of appreciation in the Old World and the New, especially in the nineteenth century.

It has a historic atmosphere. Every new opportunity is treated as a new responsibility. Every important development is faithfully related to its past and future.

Nothing is magnified because of its location or date. There is no propaganda, which is a rare virtue in professionalism today.

There is nothing sensational. Nothing is written in the modern air of seeking front page glorification.

There is no appeal to women as social climbers in the Old World or the New.

Women are credited with wholesome service according to the custom of their country and time.

The second volume deals with the tempestuous civic, social, and industrial conditions, but the author avoids clashing with either the conventionalists or enthusiasts.

Nowhere is there as much material to deal with, and no one meets the issues more heroically or sanely.

No one can be justified in writing or thinking of the evolution of women's freedom from traditional attitudes without a careful reading of "A History of Women's Education in the United States."

Every phase of women's progress, civically and socially, industrially and domestically, is involved in their education.

Belding's Page

NO STABILIZATION YET

IN THE annual report of the United States Commissioner of Education for the year ending June 30 last, occurred a statement to the effect that enrollments in institutions on the approved list of the American Association of Universities increased only 2 per cent., the lowest gain of any year since the World War. Hence it was thought "possible though by no means probable that a period of stabilization is near at hand."

Commissioner Cooper has recently pointed out that the statistics given at that time were from a group of institutions representing only one-fifth of the whole number of students enrolled in institutions above high school grade. Teachers' colleges and junior colleges, for example, were not included. Figures gathered by the Office of Education for all the higher institutions of the United States indicate that enrollment in regular courses has nearly doubled in eight years, and that the growth in the two years from 1926 to 1928 was from 767,000 to 868,000, or at the rate of nearly 7 per cent. a year.

This hardly suggests stabilization for the whole of higher education. What it does suggest is that the pressure on the more established colleges is letting up—for reasons which should be carefully scrutinized.

TRANSPORTATION

CONSOLIDATION of rural schools has brought its problems of transportation, with evident reluctance on the part of some school authorities to perform this duty with proper regard for the interest of the children.

Thus, the attorney general of Ohio found it necessary, last December, to explain the meaning of the Ohio statute to a recalcitrant school committee, and to other school committees manifesting a desire to economize at the expense of pupils living at out-of-the-way points. The law in that state requires free transportation to be provided for pupils living more than two miles from the school. If the school board neglects to provide such transportation, the parents may do so and collect from the board. The law is covered when the bus passes within a half-mile of the child's home.

Thus a child of elementary grade residing a little less than two miles from the school may be obliged to walk. But perhaps that child is more fortunate than the one living nearly a half mile from the bus route, who may be less carefully protected in foul weather, and must often have to wait in a downpour of rain or a mean snowstorm.

Distances between schools have always been great in country districts, and they can never be reduced to the dimensions possible in thickly populated urban communities. Boys and girls in the past have either developed hardihood by their compulsory daily walks, or they have have caught colds and succumbed to their exposure in bad weather.

The centralized school has its advantages, in permitting better organization and supervision, more social development, and other gains. But children whose homes are remote from the school or the bus line may be and often are in a worse fix, as regards getting to school, than their fathers and mothers were before them.

HOW FAR BETWEEN SCHOOLS?

WHENEVER the question of combining two or three small, scattered schools into a single plant comes up for consideration, somebody is sure to remark: "Let the children walk a little farther. It will do them good!"

But how about it actually?

A study of health records in Syracuse schools, as interpreted by T. J. Duffield, secretary of the disbanded New York Commission on Ventilation, showed a higher rate of respiratory disease in the larger, modern schools than in smaller schools of old-fashioned type. The study was not conclusive, because two main differences existed between the sets of conditions studied. The older schools had simple, old-fashioned ventilation, with open windows and hot-air furnaces, while the modern schools had mechanical ventilating devices of one sort or another—not the latest models. Also, the older, smaller schools were nearer to the pupils' homes. The maximum distance pupils had to walk to these schools was 0.22 mile. The maximum distance pupils walked to the newer, larger schools was a little over twice as far.

In the opinion of Mr. Duffield the greater prevalence of respiratory illness among the group attending the more modern schools is traceable to the longer distances pupils walked to reach them in wet weather. More facts are needed before the case is proved.

Auson W. Belding

Associate Editor

The Atlantic City Meeting

Journal Editor's Observations on Annual Convention of Department of Superintendence February 22-27

By A. E. WINSHIP

Atlantic City

MASTERFUL nature and brilliant human nature have created a matchless climatic resort for twelve months in the year, and an up-to-the-minute convention city within a few hours' ride of half the people of the United States.

Atlantic City is restful, healthful, and joyful, with democracy socialized, and aristocracy capitalized.

The hotels meet the strain on every grade of budget, and the Ambassador, the latest word in luxury and comfort, is a creation for modern convention attentions, official and otherwise.

The hotels give the most and the best convention service for the money in the New World, and the auditorium is the largest and best in the Old World or the New.

Artistic Effect

THE artistic effect of everything in hotels and auditorium, beach and waves, seemed to have had a literary response in the program features and other addresses.

There was an atmosphere of preparedness quite unusual. It was rare to have any one depend upon the use of old stuff or await the inspiration of the occasion.

Men like Francis G. Blair and Frank D. Boynton, who are always ready with attractive and timely material, brought to the Atlantic City program finished products with the flavor of the occasion.

The Program

THE most remarkable feature of the Atlantic City meeting was the modernized program. There were 120 program subjects under the direction of the officers of the Department of Superintendence, and 130 other program subjects. This made 250 program subjects.

On these programs there were approximately 150 administrators, 75 professionals, and 25 others.

In these 250 program subjects the words orientation and motivation do not appear, neither do psychology, pedagogy or psychoanalysts.

Tests, measurements and surveys are treated critically rather than worshipfully.

There was nothing in the program or in the papers that glorified any principles, methods or devices of ten or more years ago. This decade is a new creation in education, and the Atlantic City meeting recognized it.

The Atlantic City program could not have been conceived five years ago.

No program of the Department of Superintendence of five years ago could have been put over on the Atlantic City meeting.

There was nothing strange in the change of attitude of the superintendents, for this is the Administration decade, but it was interesting to see that only modern professionalists were on any program.

Out-of-dateness is recognized in professionalists as readily as in machinery.

Audiences

A DISTINGUISHING feature of the audiences at Atlantic City was their receptivity. We have never known a group of audiences like those which listened to several addresses every day for several days, and accepted everything passively.

There was no contentious spirit anywhere. No one ruffled any breakfast, luncheon or dinner audience. There were 250 program subjects, and no one of them caused the slightest flutter of dissent.

It was unquestionably due in part to the Atlantic City restfulness, peacefulness, and loveliness. Nowhere else have hotels such a surplus of easy chairs, lounges, and other appeals to stay at ease. Nobody rushed in any way at any time.

There was no exciting commotion. It was natural for every one to be satisfied with everything all the time, and this carried over to the audiences.

A Spirit of Leisure

FRANK CODY had a restful effect on everybody and everything, everywhere, every time. There has never been a meeting of any kind in our experience that has had the same unruffled state of mind as that which possessed Frank Cody and his program at all times.

The advance program started evening programs at 8.30, but the convention program made this 8 o'clock, and the program began at 8 o'clock, and if an eminent dignitary was not there no one was fussed by it, except said dignitary who missed an appearance.

Nothing excited Frank Cody. No one knew, or cared, who came or failed to come. There was a spirit of leisure in the Atlantic City meeting that should have satisfied the ultra-leisurite.

President Crozier

THE election of Norman R. Crozier, superintendent, Dallas, was as hearty as it was unanimous. He won universal appreciation and admiration by the spirit of the welcome and efficiency of attention to the comfort and professional service when the Department met there in 1927. The nomination by Dr. Randall J. Condon, president of the Department in 1927, and the seconding of the nomination by Dr. William M. Davidson, superintendent, Pittsburgh, were notable tributes of the appreciation of Dr. Crozier.

The selection of Daniel S. Keeley, superintendent of Hoboken, as vice-president was a fitting tribute to the hospitality of New Jersey, and the choice of Dr. Charles B. Glenn, superintendent, Birmingham, to the executive committee, was gracious recognition of one of the eminent scholarly administrators of the South.

Exhibits

THE exhibit space was the largest and best. It was luxurious. All the booths were furnished for restfulness, and there were large open spaces furnished for comfort and for enjoyable visits with friends. Exhibitors caught the peaceful spirit and wanted their visitors to be so comfortable that they would remember their hospitality every day for the year.

President of National Association

MISS E. RUTH PYRTLE, Lincoln, Nebraska, president of the National Education Association, was universally honored officially and personally at breakfasts, luncheons, dinners, and banquets, as well as on various programs.

It began to dawn upon some superintendents that the Department of Superintendence will fail utterly in leadership in education unless it is ardently loyal to the parent body.

The National Education Association is the Education Association of which the Superintendents have a Department.

For the superintendents as a body to assume that they are the Education Association will be as fatal as for a city superintendent to try to domineer the city schools without a loyal teacher corps to do the work.

The superintendent is as useless as a dummy unless he has supervisors, principals and teachers to function for him. Nothing is masterful in his office unless it goes to every child, to every home through those who alone can carry it.

More than 180,000 public school teachers are the National Education Association, and without them the Department of Superintendence will be as "sounding brass and a tinkling cymbal."

Department of Education

THE resolutions committee met a delicate situation skillfully by saying: "Without altering our past position regarding the relationships and service of the Federal Government to public education, we await the results of a study that is proposed."

Commissioner Cooper

DR. WILLIAM JOHN COOPER, Commissioner of the Office of Education, had his first opportunity and responsibility to present a forward look, and he took every opportunity seriously. He was always prepared. He never repeated a pet phrase or illustration. Each of the nine occasions was an official responsibility.

Dr. Cooper is one of the best public speakers on education in the country. His voice, manner, and thought are attractive. He never shouts, never emphasizes as though he was speaking like Moses on Sinai. He never trifles, never undervalues the intelligence of his hearers, never tries to be entertaining.

Dr. Cooper comes before an audience with a message carefully prepared, and presents it in a statesmanlike way. He never has the attitude of a propagandist, never assumes that everyone must accept his conclusions.

Tolerance Magnified

TOLERANCE has never been as much in evidence as at Atlantic City. Frank Cody is tolerance personified. He could not be intolerant under any possible provocation.

The Monday morning session, the first education session of the week, had the invocation by a Jewish Rabbi, and an address by a Roman Catholic priest on "Friendliness in Relationships Between Public and Parochial Schools."

There was no trace of intolerance anywhere by any one during the week.

Finley at His Best

JOHN H. FINLEY was one of the most interesting personalities at the Atlantic City meeting because he is one of the most vitalizing institutions in the country.

Dr. Finley was at his best at Atlantic City. It was the right occasion to magnify the right attitude of such a personality. He was relieved of the impressive international statesmanship of recent years, when the problems of the Near East were oppressive.

The programs that enjoyed his messages were among the highly attractive sessions of the week. The free and easy way with which Dr. Finley played with his audiences, as he glorified the opportunities and responsibilities of teachers, preachers, and editors in this marvelous decade was as fascinating as the socialized board walk.

Recognition of Women

NINETY-SIX women were listed in the official program, which of itself was an unparalleled recognition on a program that was naturally and inevitably primarily masculine.

Ruth Bryan Owen, Congressman, carried off all honors for oratorical brilliancy, and Mrs. Cora Wilson Stewart received the Ella Flagg Young medal, awarded by the Administrative Women, for rendering the noblest service to humanity of any American woman.

The very day that Mrs. Stewart was thus honored in Atlantic City thirty-eight hundred men and women in the Evangeline Parish in Louisiana were celebrating the fact that they had learned to read intelligently and write legibly under Mrs. Stewart's slogan, "Read to Learn and Earn."

Friendship Breakfast

A SOCIAL congenial group have established a habit of having breakfast together on Sunday morning at the meeting of the Department of Superintendence.

Ella M. Godfrey of Philadelphia inherited the responsibility of arranging therefor from the long-time Sunday breakfasts with Major Clancy of Minneapolis.

Olive Jones inherited the privilege of being master of ceremonies, and Mrs. Frances E. Clark, of the Victor Company, inherited the music feature of the Friendship Breakfast.

Nothing in the year has the same social flavor as that which pervades this service, which has developed into a delightful approach to the program of the week.

Priest and Presbyterian

FRANK CODY'S program revered Einstein's Relativity. Nothing stood alone. Everything was relative. To hear anyone as an individual incident was adequate demonstration that the listener was merely a thoughtless or brainless drifter.

We have never known a series of programs that fitted into one another as skillfully and artistically as did Frank Cody's.

Sunday afternoon there was only one address. That was by Dr. Reinhold Niebuhr, a Presbyterian Fundamentalist of Union Theological Seminary, New York City. Everyone enjoyed it, for it was clear as crystal that this fundamentalist could stroll along the board walk and look out upon the vast ocean without worrying about Jonah's experience.

The next morning at 9 o'clock, Father J. Elliot Ross, a Catholic professor from Anti-Catholic Iowa, as smooth as glass and as brilliant as a diamond, set one's troubled soul to rest by assurance that the public schools are not anti-religious, and the parochial schools are not anti-American.

College Teachers of Education

THE most heroic professionalism at Atlantic City was the nine sessions of the National Society of College Teachers of Education. It was the one series of meetings that magnified the words professional and psychology.

Of the sixty-two speakers there were two city superintendents, one assistant state superintendent, and one State Teachers College professor.

There were thirteen from Teachers College, Columbia; nine from University of Chicago; three each from Ohio University and Stanford; two each from Universities of Missouri, California, Minnesota, Yale, and Michigan; one each from sixteen other universities.

We are sure there has never been such an array of professional talent at a meeting of the Department of Superintendence.

In the fifty topics discussed in the nine sessions there was slight evidence of the professionalism of other days. There was a little "integration," and more "basic view of learning," otherwise the phrasing could have been on any achievement program for the use of laymen.

New Jersey Teachers

THE teachers and schools of New Jersey made the Atlantic City meeting their own affair. "The Pageant of Time," which cost twenty thousand dollars, was the conception of the teachers and schools of the state, and the State Association appropriated five thousand dollars of this amount. Atlantic City appropriated five thousand dollars, and the remainder was provided by citizens of Atlantic City.

This was only one feature of the state teachers' devotion to the famous success of the meeting.

Assistant Superintendents

THE Atlantic City meeting was distinctly an administrative affair. The best demonstration of this is the fact that while state, county and city superintendents were everywhere in evidence, there were more assistant and deputy superintendents and supervisors than there were superintendents.

The term administrative had a high and low degree, and was extended instead of being merely a narrow line of dignity.

Frank Cody and William John Cooper were top notchers on the program. Each had nine appointments, and there was no record of the number of addresses that were not "appointments."

Engelhardt on Costs

N. L. ENGELHARDT, Teachers College, made a noble reply to the critics of increased cost of education. It was the most complete statement yet made.

"In surveys of school systems which are being made during current years, it is not unusual to find recommendations made for the abandonment of buildings, because these buildings had not been constructed with the safety and health of children in mind, nor with due reference to the complete utilization of the school building for educational purposes.

"The auditoriums are frequently to be found on the third and fourth floors, with non-fireproof, rapid-burning stairways leading from attic to playground, and with seating arrangements so provided that practically no attention has been given to the proper exit of the audience. Overwide corridors, expensive to maintain and to operate; classrooms with natural and artificial lighting conditions which seriously interfere with the educational program of the children, toilet facilities of poor equipment and located in dark, unsanitary basements, special rooms, such as the industrial arts, household arts and playrooms, also found in these cellar spaces, are some of the contributing causes for the recommendation of abandonment in such surveys."

New York University

ALL Schools of Education have been prosperous and they magnified their prosperity in various ways at Atlantic City, but New York University, under Dean Withers, led everything, and was justified in having a feeling of pride in their achievement.

Dean Withers found 141 students there nine years ago. There are 6,004 students there now, and the budget has increased from $6,050 to a million.

But the real achievement is in the quality of the faculty, to which Dr. Albert B. Meredith is to be added this year.

Future Research

NOTHING was more interesting at Atlantic City than the devotion to research, which has limitless financial backing, is intensely fascinating to those engaged in it, and creates much curiosity as to its future.

It is needless for those not in that game to waste any thought on its future. There is nothing to do but wait patiently for its development of a future.

It is the one activity that needs no encouragement and cannot be disturbed by any inquiries. It is immune to criticism, for no one is disposed or qualified to criticise.

Science and Majorities

NO SINGLE sentence at Atlantic City started such important queries as this: "Democracy is a matter of majorities, while the scientific method is never concerned with majorities."

At once the question was universally raised: "Is a majority of a Hoover commission of fifty any more scientific than a majority of five million?"

Dean Russell's Americanism

THE one really noble American-minded address at Atlantic City was by Dean William F. Russell of Teachers College, Columbia University.

The high significance of his brilliant statesmanship was the fact that in seeking Friendliness there pervaded many programs an appearance of discounting American democracy and an appeal for aristocratic leisure and culture.

James E. West

THE Boy Scouts rendered skillful service gracefully, and were amply rewarded by the presence on the program of James E. West, their famous leader, who was responsible for the bringing of the Boy Scout organization to the New World.

The Ittner Dinner

The W. B. Ittner dinner has become an institution. It is a rare feast for a social group of long-time friends, and what is ardently appreciated by their guests is that both Mr. and Mrs. Ittner are musical artists, and their friends get keen joy at each meeting of the Department of Superintendence in their willingness to respond to the request for this musical feature of the entertainment.

Official Keys

ONE of the interesting innovations at Atlantic City was glorification of living past presidents of the Department of Superintendence with the gift of a valuable key, which will magnify their distinction and will be treasured by their descendants. The following were thus honored: John Wesley Carr, Frank B. Cooper, William H. Elson, Stratton D. Brooks, William M. Davidson, Charles E. Chadsey, Franklyn B. Dyer, M. P. Shawkey, Thomas E. Finegan, Ernest C. Hartwell, E. U. Graff, Robinson G. Jones, J. H. Beveridge, Payson Smith, William McAndrew, Frank W. Ballou, Randall J. Condon, Joseph M. Gwinn, Frank D. Boynton, and Frank Cody.

"Education in the Spirit of Life"

By DAVID J. MALCOLM

Charlemont, Massachusetts

THE Atlantic City meeting of the Department of Superintendence in 1930 will go down in the records as the best meeting made better. It will be known as the meeting that placed education into the spirit of life and humanized it. It will be remembered as the convention with perfect convention halls, the convention with perfect facilities for a perfect educational exhibition, the convention of ideal weather, and the convention with wonderful hotel accommodations at prices all could afford to pay.

Atlantic City is one of the most wonderful convention cities in America. The Department of Superintendence is one of the largest and most active associations on the North American continent. Place the two together, and one has the explanation why delegates numbering thousands chartered special trains to speed from distant Texas, from Sunny California or from snow-clad Maine to the Jersey resort.

The program of the convention this year was on a level seldom before attained. Papers were scholarly and well presented. Topics were carefully chosen, and speakers skillfully selected because of their knowledge of the subject, and not because of professional position or for quasi-political reasons.

The great convention hall, with its gigantic auditorium, was a source of never-ceasing admiration to the ten thousand delegates. And well it might be, for authorities claimed that a thirteen-story building, five hundred feet long and two hundred feet wide could be built within the room where the evening sessions were held, and there still would be space for an alleyway one hundred feet wide around the building. It was maintained that if the mighty Babe Ruth stood on the platform and knocked his longest home run hit, the ball would not reach the opposite end of the hall. This one room itself seats almost as many spectators as does the Harvard Stadium. Regulation football games or baseball games are played within its walls one day, while the next floors are cleared and magnificent pageants file across its mammoth stage to the strains of sweet music bursting from what soon will be the largest pipe organ in the world.

An idea of the relative size of the hall may be obtained from the fact that on one end wall hung an American flag. It was a beautiful flag, but hanging as it did above the seats in the balcony, it did not impress one as being other than ordinary, yet delegates were told that that flag was larger than the ordinary lots upon which homes are built in cities. It was 100 feet by 60 feet.

Within this great hall a low temporary partition was erected dividing the room into two sections of about equal size. One section, that nearer the board walk, was used by the exhibitors, wherein was placed one of the finest educational exhibitions ever got together under one roof. The other section, that containing the stage, was used for the evening sessions, arrangements which proved ideal, as it provided splendid accommodations for programs at a time when exhibits were closed and there was no noise from that end of the hall.

Morning sessions and several afternoon sessions were held in the ballroom, a room seating comfortably more than 5,000 occupants, and a room almost perfect in acoustic properties. Section meetings, departmental meetings, and committee meetings were held in various hotels and smaller rooms about the auditorium, all conveniently located.

Never before did music play such a prominent part in the program of a winter meeting. The National High School orchestra, with 316 players, representing forty-two states, was on hand at almost every important meeting either in part or as a whole. The program of this now famous organization, presented in the ballroom on the afternoon of the last day under the direction of Walter Damrosch, was a musical treat never to be forgotten. It held delegates at the convention until the last hour, a condition never before witnessed, the nearest approach being the Lindbergh celebration at the last session of the Boston meeting.

Other musical delights were provided by the Atlantic City High School band, under the direction of John H. Jaquish, the New Jersey All-state High School orchestra, the choir of the New Jersey State Teachers College, with Carl F. Mueller, conductor, the boys' chorus from Cass Township High School, and the children of the two-teacher rural school at Bayhead, N.J.

The great heights of music and pageantry were scaled at the general session on Tuesday evening, when teachers and pupils of Atlantic County and the Glassboro Normal School presented "The Pageant of Time," a colorful production requiring a cast of more than 2,800 people picturing an adventure of Education in the realm of leisure. Art, music and poetry were combined in this superb allegory in a charming manner. Thousands of educators who witnessed the performance returned to their homes and to their school prob-

lems with a vision never before so clearly realized, that it is Education's task to prepare youth and adult for the proper use of leisure.

Commercial exhibits at Atlantic City were varied in nature and educative in quality, and contributed no small part to the great success of the convention. Hours spent loitering about the booths, visiting with specialists in various fields of school supplies and equipment, were bound to be profitable, for it is these men who translate findings of research specialists into terms of practicality and make them available for every school system and every classroom in the nation.

The theme of the convention, "Education in the Spirit of Life," proved delightful, and the numerous speakers on the program all contributed much to topic. Space alone makes adequate reports of all—yes, or even a few—impossible. Brilliant flashes, selected at random from notes taken here and there during the week, are all that can be reported at this time. They merely indicate the tempo of the convention, and are not an attempt to rebroadcast thought-provoking addresses.

"Teachers are the real bulwarks of our educational system. Buildings and equipment are only supports," is a sample of the fearless, commonsense tone of President Frank Cody's opening address, in which he stressed the need of education that trained in the spirit of everyday life. Describing the seven characteristics of life, President Cody said: "Life is practical, Life is dynamic, Life is recreative, Life is friendly, Life is cooperative, Life is idealistic, and Life is progressive."

Mrs. Edith B. Joynes, president of Department of Classroom Teachers of the National Education Association, speaking on the timely topic of "Friendliness in Pupil-Teacher Relationships," stressed the need of a sense of humor on the part of teachers, and suggested that, if necessary, they should not hesitate to read the funny papers in order to place themselves on a level with pupils in their outlook on life. "Bridge the gulf between the You and the I with the We," she put it.

Father J. Elliot Ross, Catholic professor and associate administrative director, Schools of Religion, State University of Iowa, speaking on "Friendliness in Relationships between Public and Parochial Schools," emphasized the need of making it plain that public schools are really public in the sense of belonging to the whole public—Catholic, Protestant, Jewish, and unchurched—regardless of whether or not different denominations supported private schools of their own.

The department of Rural Education entered its second decade while at Atlantic City with a program of speakers and a series of addresses, under the leadership of Miss Mabel Carney, that assures that organization ten years more of active service for the boys and girls of the farms. Clustered around the general topic "Our Rural Heritage," Carl C. Taylor, of North Carolina State College of Agriculture, Edmund de S. Brunner of the Institute of Social and Religious Research, and a dozen others presented papers that were genuine contributions in the field of rural education, elevating the subject from a mere discussion of methods and management to its proper place in the science of rural sociology.

Music, pageantry, addresses, whether one looked or whether one listened, the message was the same at every meeting of this great conference, "Education is Life."

Things Work Out

By EDGAR A. GUEST

Because it rains when we wish it wouldn't,
Because men do what they often shouldn't,
Because crops fail, and plans go wrong—
Some of us grumble all day long.
But somehow, in spite of care and doubt,
It seems at the last that things work out.

Because we lose where we hoped to gain,
Because we suffer a little pain,
Because we must work when we'd rather play—
Some of us whimper along life's way.
But somehow, as day always follows the night,
Most of our troubles work out all right.

Because we cannot forever smile,
Because we must trudge in the dust awhile,
Because we think that the way is long—
Some of us whimper that life's all wrong.
But somehow we live and our sky grows bright,
And everything seems to work out all right.

So bend to your trouble and meet your care,
For the clouds must break, and the sky grow fair.
Let the rain come down as it must and will,
But keep on working and hoping still.
For in spite of the grumblers who stand about,
Somehow, it seems, all things work out.

—Our Boys.

Heard at Atlantic City

John J. O'Connor, Chamber of Commerce of the United States, Washington, D.C.:—

"It is time that we speak once and for all the belief that business men either fail to appreciate the tremendous intangible values of public education, or are the implacable foes of educational expenditures simply because they now are large and tend constantly to grow larger. Such a belief not only is untrue; it is unjust, and bars the way to sympathetic co-operation of business men and school officials in the planning of well-rounded methods of school financing.

"The truth is quite the contrary. Who is 'the business man'? In his points of view and interests he is a citizen before he is a retailer or manufacturer, and he usually is a parent before he is either. He wants for his children the best education for which he can afford to pay, but he has some doubts about whether the educational expenditures of the country may not be outstripping the productive resources upon which, in the last analysis, they depend.

"He is willing—in fact, insists—that the trained educator be the judge of the curricular elements and sufficiency of public education; but he also believes that laymen, skilled in matters of financial management, can bring valuable experience to the fiscal problems of the public schools, to the joint benefit of taxpayers and the schools themselves."

William J. Bogan, superintendent, Chicago:—

"The slang expression, 'Be Your Age,' has lost some of its tang but none of its philosophy of education with the passing of the years. 'Be your age' is a prescription which, if followed, will build up some of the weak places in modern education. Educational systems are ultra conservative because every generation reveres its own education and sees little good in the new. Hence schooling lags behind other types of social progress. It tends to stabilize and perpetuate the status quo.

"The evil of overproduction due to improved machinery is becoming a blessing in disguise, for if consumption is to keep pace with production it will be necessary to shorten the working day and week, raise wages and lengthen school life to remove minors from competition with adults. Schools will then be forced to meet the needs of society. Secondary schools will not follow slavishly the prescription of the dead hand of antiquity."

Thomas H. Briggs, professor of Education, Teachers College, Columbia University:—

"Everywhere we know more of how to design buildings, how to use fans, window shades, and floor oil, how to make schedules, how to organize classes, how to keep records, and how to measure mechanical learnings than we know of how to educate. And, what is worse, we are more concerned about the former than about the latter.

"In the United States we have congeries of schools rather than systems. Junior high schools are too remote from the elementary; senior high schools have too frequently ignored the programs of the lower grades; and the colleges are notoriously independent of the secondary institutions.

"There is only one sound justification for the provision of free education at public expense, and this is that it may make each individual better able and better disposed to contribute to the betterment of the supporting society."

E. Ruth Pyrtle, president of the National Education Association:—

"If the principal is a true professional worker with reliable technics, sympathetic manner, impersonal motives and an honest desire to help his teachers function upon a high professional level, his success, in terms of real service to the community, is assured."

John A. Sexson, superintendent of Pasadena, California:—

"Communities as well as professional educators should realize that the junior college movement is fully as popular as the junior high school movement was at its most popular stage, and that once professional educators show communities the way toward this new type of organization, we may look toward an expansion of our educational system at this level which will not be exceeded by the unprecedented growth which we observed at lower levels, and which has characterized the development of institutions of higher learning during recent years."

Wilton A. Breett, executive secretary of the National Board of Review of Motion Pictures:—

"Students have much more ability in self-direction and self-control than before 1917. They have more civic, social and individual responsibility, more initiative, show more good sportsmanship at games, conduct themselves better at social gatherings, are more interested in school."

Carroll G. Pearse, Milwaukee, Wisconsin:—

"The most desirable citizen in a democracy such as ours will have: 1. Good health; 2, the knowledge and skills desirable for a self-respecting life among intelligent persons; 3, a vocation satisfactorily chosen, and adequately prepared for; 4, a character that will insure the permanence of his social duties.

Charles H. Lake, first assistant superintendent, Cleveland:—

"The primary responsibility for supervision in a city school system must be placed upon the principal, and the work in our schools will not be as effective as it should be until we place the responsibility for securing good work in the schools —elementary as well as secondary—with the principals. And they accept it.

"It is easy for the principal to accept the theory of supervision, but it is quite difficult for him to accept it as the most important of his responsibilities. Administrative results are more easily evaluated than the results of supervision. It takes time to get a reputation on the basis of the product that the school produces but, after all, such a reputation in the field of education is the only kind that will justify our existence."

Atlantic City Evening Union:—

"What the country needs isn't so much birth control, as control after birth."

Dr. J. L. Clifton, State Director of Education, Columbus, Ohio:—

"The chief function of any state in meeting changing demands is leadership, and there is only one road to leadership and that is through results. The motor age and the rapid expansion of the road building program have necessitated a change in educational procedure. Ohio is closing on the average of one one-room school each calendar day. These schools are being consolidated and centralized in order that the children can be given educational opportunities equal to those received in the city schools."

Mrs. Edith B. Joynes, principal, Berkley Schools, Norfolk, Virginia:—

"We as teachers must bear in mind that each child is a personality, each differing from every other child in the community. At all times we should recognize and act upon the understanding that children are social beings."

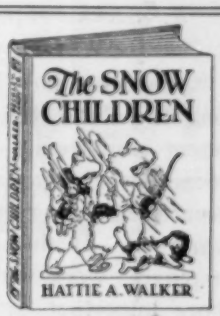
E. W. Butterfield, state commissioner, Concord, New Hampshire:—

"One of the marvels of the last two decades has been the growth and development of public high schools.

"A new social level has been reached, and in a majority of homes it is now the parental aim, ideal and expectation, as parents look at their young children, that high school graduation is a family and social requirement.

"Today the common American answer to the question, 'What are the inalienable rights of childhood?' has become, food, clothing, protection, and at public expense elementary and secondary education."

New Supplementary Readers



THE SNOW CHILDREN

By Hattie A. Walker. For grades 1-2. A book that will actually thrill the little folks! Stories of little Eskimos, how they live, what they eat and how they play. Cloth, 128 pages, with 48 striking pictures in three colors. **Price 70 cents.**

THE TWINS IN FRUITLAND

By Gladys Jay. The story of fruits traced to their sources, their uses, benefits to health. An ideal and enjoyable reader for grades three and four. Cloth, 160 pages, 32 pictures in two colors. **Price 70 cents.**

PETER MAKES GOOD AND STORIES OF OTHER DOGS

By Gertrude Thomas. For grades 5-6. The story of a little mongrel pup and his friends. Nearly all the accounts attributed to the dog characters are drawn from actual facts. Cloth, 190 pages, 20 full page illustrations in two colors. **Price 75 cents.**

JOLITA OF THE JUNGLE

By Alice F. Peterson. For grades 5-7. A story of the jungle country that lies midway between North and South America. The simple life of these primitive bush people makes a perfect setting for Jolita's experiences in the jungle. Early history of Central America, through stories of the Mayans, is also presented. Cloth, 192 pages, 50 illustrations. **Price 80 cents.**

ADVENTURES IN STORYLAND — A SECOND READER

By F. Lilian Taylor. For Grades 2-3. The outstanding feature of this book is the abundance of new material in its content. The subject matter co-operates with the great modern movements for Child Welfare, Safety, Health and Character Building. Cloth, 192 pages, 60 pictures in three colors. **Price 72 cents.**

Request Illustrated Copy of Good Books for Children's Reading mailed free

BECKLEY-CARDY COMPANY

Dept. 17-B 17 East Twenty-third Street, Chicago

The *UNIVERSITY PRINTS* are the only series of reproductions of the history of art both scholarly and reasonable in price. No section of the field from the early Egyptians to the present time is unrepresented. They come in black and white, size 5½x8 and sell for 1½c each.

Catalogue and suggestion leaflets sent on request

University Prints

2 Boyd St. Newton, Mass.

C. B. Glenn, superintendent, Birmingham, Alabama:—

"Business and industrial establishments have long faced the difficult problem of securing competent employees. They have long since felt the necessity of organizing and establishing personnel departments to recruit and wisely conserve their workmen. If this is expedient in industry where employees work with material products, how much more important in the public schools where employees are working with human beings—the men and women of tomorrow."

Charles H. Judd, University of Chicago:—

"The amount of reading mastered by average present-day pupils in the fifth grade is eight times that of pupils of like grade forty years ago."

Donald S. Bridgman, American Telephone and Telegraph Company:—

"A study of 1,520 college graduates in the Bell system shows that scholarship in college days is the most significant index of the success which young men will meet when they leave the campus."

Mrs. Georgia B. Parsons, Hollywood:—

"It is teaching, and not the teacher, which is to be rated or measured.

"The classroom teacher should not bear the full responsibility of failure or success of pupils' work. She does not make the course of study, plan the curriculum nor administer the schools, yet she is rated upon pupil achievement. The many factors over which she has no control enter into the problem.

"Neither teacher rating nor pupil achievement are sound ways of evaluating teaching. The remaining logical recourse is to measure the teaching activities. The teacher is taught in the training school to teach according to certain principles and methods, the best and most approved to date. Then why not judge her on the basis of the training given her?"

Paul C. Stetson, superintendent, Dayton, Ohio:—

"Industry and business long ago discovered that it was profitable for them to have pleasant relationships with their public. If our industrial and commercial concerns have adopted this attitude, it is even more important that our public schools, which owe their very existence to the public, shall do so.

"No system is too small nor is any system too large to have a department of public relations which shall have for its primary function the supplying of reliable, unbiased, impersonal, and factual information about the schools."

J. H. Beveridge, superintendent, Omaha, Nebraska:—

"A business man of national repute said recently that 30 per cent. of any business is knowing the business, and 70 per cent. is in conducting the business in harmony with the environment in which it is conducted. This principle is worthy of our careful consideration. We must not only know and understand business situations and conditions, but must get and hold the confidence of the people in our own and in those organizations with which we are co-operating.

"As administrators of school systems we should delegate to our associates much of the service that is to be rendered, and always give credit to our associates for their achievements. There is no better test of an executive than the manner in which he treats those of his associates who have subordinate positions. An additional advantage of this plan is that the associates grow and develop in a system thus organized. Have confidence in your associates from those in the lowest position to those in the highest.

"Another principle we must recognize is the value of personal contact and the human touch. It is a fundamental principle always, that the members constituting the personnel of any organization should not only have right relations with each other, but should develop right relations with all with whom they associate."

Dr. Susan M. Dorsey, superintendent-emeritus, Los Angeles:—

"Youth is not being educated for sheer possession of knowledge, but for increased ability to co-operate with others in the great undertakings of life."

James E. West, Chief Scout Executive, Boy Scouts of America, New York City:—

"The schools are dealing with human problems—more vital than subject matter. Visiting teachers are going after the mal-adjusted child, even to his home environment. Society no longer permits the schools to cover their failures by dismissing the problem child from school. The successful adjustment of the child to society is the supreme and joint responsibility of the school, home, church, and social agencies of the community."

C. B. Glenn, superintendent, Birmingham, Alabama:—

"There has been practical improvement in the efficiency of school personnel through more scientific selection of teachers and greater care in placing teachers."

ESTABLISHED 1869

The 3 BOOK COVER ESSENTIALS

STYLE OF DESIGN
QUALITY OF MATERIAL
PRICE

Are built into every Holden Cover.

A Utility Cover — performing a Public School Service.

HOLDEN BOOK COVERS

Unfinished Leatherette Material
Waterproof — Flexible — Weatherproof

Produce a Saving on Each and Every Text Book

Promote Cleanliness and Hygiene and Instill a Wholesome Respect for Public Property

DOUBLE THE LIVES OF YOUR SCHOOL BOOKS

INSIST UPON "HOLDEN'S"

whether buying direct or receiving a free distribution with advertising messages.

The Holden Patent Book Cover Co.

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

Thomas D. Wood, professor of Health Education, Columbia University:—

"Health should be, in practice as well as in theory, in accomplishment as well as in promise, the first objective in education.

"For the success of health education the teacher must be well trained scientifically and educationally. In addition, she or he must be a health example; more than this, all those who come into relation or influence with the growing child—school principal, doctor, nurse, dentist, janitor, parent, and companions—must make genuine contributions to the health education and training of the child without essential conflict in ideas, standards, or methods of teaching the laws, motives and practices of health."

B. F. Stanton, superintendent, Alliance, Ohio:—

"Every field of life today is calling for statesmen. Look in what direction you will, profound questions rise to greet you. In politics the old order is fast changing. International has become the aspect of our greatest issues.

"We talk about the three 'R's.' We can never return to them. Nor do we want to. Like the one-horse shay, they served their day, but that day has gone. We are in the midst of a time which constantly calls for curricular changes. What shall determine our curricula? I answer, the needs of humanity. We must recognize first the needs of man. These are physical, mental, economic, social, and spiritual.

"Man is the only creature which aspires. The whole story of civilization is the story of man 'lifting his eyes unto the hills from whence cometh help.' Not what we have already attained, but what we strive for is the animating force in our lives. 'I press toward the mark' is the sequel in the story of man's achievement. Is it too much to expect our system of education to develop an individual who shall 'act justly, love mercy, and walk humbly before God'? Our educational statesman, therefore, must first of all have a sound philosophy of life. He must have social vision, a sense of balance, and know the needs of man at his best."

Allan Hulsizer, director, Demonstration School, Georgetown, Delaware:—

"To use a country school curriculum planned without regard to the experiences and home background of the children is to handicap education in the consolidated school in the same way that that of the one-room school was handicapped a generation ago. The consolidated country school can never be anything but a poor imitation of an urban school if it seeks to imitate."

ONLY

Victor makes radio

EDUCATIONALLY PRACTICAL

Capitalize on all your previous work in musical appreciation!

THE new Victor Radio-Electrola enables the music supervisor to make full use of the new musical medium of radio, efficiently—*by a simple, natural extension of present methods.* Only with this remarkable all-electric instrument and the great list of Victor educational records is this development possible!

With the Victor Radio-Electrola no radical new technic is needed: the concert over the air is *Prepared* for with Victor Records in advance—it is *Participated* in, just as if the artists had come to your school auditorium—and then, again with the records, it is reviewed, made *Permanent.* Every teacher knows that these three steps are essential.

Again Victor, with its unique background of intensive, progressive work in the field of school music, is far in advance.

Much worth while is already on the air and, many new programs are being planned. Victor Educational Records present the music you want, authoritatively. Put a Victor Radio-Electrola in your class room *now.*

The Educational Department
VICTOR DIVISION
RCA VICTOR COMPANY, INC.
Camden, N. J., U. S. A.

Victor Radio-Electrola RE-45 *All-electric radio and Victor Record reproduction. List price* $275. Less Radiotrons.

Thousands of Successful Teachers use "The Supreme Authority"

To get accurate, encyclopedic, up-to-date information of all kinds that is of vital use and interest in the schoolroom.

A wise school superintendent has said: "I have never yet seen a person, whether pupil or teacher, who was accustomed to the frequent use of the dictionary who was not at the same time a good or superior all-round scholar." A better test than this of the value of dictionary work could not be found.

The New International is constantly revised and improved to keep abreast of modern needs and information. 452,000 Entries, including thousands of New Words. 6,000 Illustrations. 2,700 Pages.

Write for Helps in Teaching the Dictionary, FREE.

G. & C. MERRIAM CO.
SPRINGFIELD, MASSACHUSETTS

WINSTON

4 MODERN TEXTS IN MATHEMATICS

First Course in Algebra
Second Course in Algebra
Engelhardt and Haertter

Plane Geometry
Solid Geometry
Strader and Rhoads

Standard in content and standard in extent—but with modern improvements that make the work interesting and vital

Examination copies on request to interested teachers

THE JOHN C. WINSTON COMPANY
Winston Building Philadelphia
Chicago Dallas San Francisco Atlanta

FOR TEXTBOOKS

Recent McGraw-Hill Books of interest to Teachers

Brewer's
Cases in the Administration of Guidance

By JOHN M. BREWER and Twenty-two Associates, Members of the Research Classes in the Graduate School of Education, Harvard University. McGraw-Hill Vocational Texts. 304 pages, 5½ x 8½, **$2.50.**

A book of 149 cases dealing with problems in and plans for the administration of educational and vocational guidance.

THE PURPOSE OF THIS BOOK IS:—

1. To provide a number of case pictures indicating the present effort being made in educational institutions for the educational and vocational guidance of students.
2. To provide a basis for case reports as a means of training counselors and directors of vocational guidance and personnel directors.

Strebel and Morehart's
The Nature and Meaning of Teaching

By RALPH F. STREBEL, Assistant Professor of Education, Teachers College, Syracuse University and GROVER C. MOREHART, Associate Professor of Education, Teachers College, Syracuse University. 266 pages, 5½ x 8, **$2.50.**

A sound textbook on the purpose and the technique of teaching. The book is a practical guide on teaching methods based on modern conceptions of the philosophy of education and the psychology of learning.

Throughout the book is a rich variety of case illustrations and problems designed to tie up the stated principles to actual classroom situations.

Lee's
Objectives and Problems of Vocational Education

Edited by EDWIN A. LEE, Professor of Education, University of California. McGraw-Hill Vocational Texts, 451 pages, 5½ x 8½, **$3.00.**

A Symposium contributed by well-known authorities on vocational education. The book gives a complete discussion of vocational education beginning with the underlying purposes for the passage of the Smith-Hughes Act for Vocational Education. It traces the progress since that time and offers constructive suggestions for future development.

SEE THESE ON APPROVAL

McGraw-Hill On-Approval Coupon

McGraw-Hill Book Co., Inc.
370 Seventh Avenue, New York

You may send me on approval the books checked. I agree to return the books if they are not adopted in my classes or to remit for them.

[ ] **Brewer — Cases in the Administration of Guidance, $2.50.**
[ ] **Strebel and Morehart — The Nature and Meaning of Teaching, $2.50.**
[ ] **Lee — Objectives and Problems of Vocational Education, $3.00.**

(Name) .....
Address .....
(Mem. Teaching Staff of) .....
.....
J.E. 17-30

Intelligence Tests

By ARTHUR DEAN

"There's no use educating Henry," writes a teacher, "because he hasn't a grain of intelligence and if he had he wouldn't try to learn."

The sad thing about this tale is that the teacher actually believes what she says.

If Henry were to take her to a baseball game he might say: "There's no use trying to interest that woman in baseball. She hasn't a grain of intelligence or else she would have learned the game."

But Henry wouldn't give up so easily. He would have asked her about football, tennis or golf. Not succeeding in these directions he might have talked about snakes and postage stamps — anything to discover her interests.

A lot of teacher's time and patience are spent trying to make a pupil learn a particular thing when it would be much better to spend a little time trying to find out whether he has a "will to learn" and what direction that will takes.

A kerosene stove hasn't the "will" to burn electricity and an electric oven doesn't respond to a cake of ice. But we do not kick them downstairs for failing to burn a fuel not adapted to them.

In the intelligence test fad we seem to forget there is no absolute single standard for measuring intelligence. It is not an exact science. There is this test, that test and somebody else's test. But none of these tests or none of the lessons given in school fully determine a child's intelligence.

If a clam were given an intelligence test devised for a horse, it would fail completely. Put a clam in a bucket of water with plenty of sand on the bottom and see how quickly it has the "will to learn" its lessons and to profit by the experience of its ancestry. Put a clam in a horse stall, attempt to feed it with oats and then write home: "Your clam hasn't a grain of intelligence and there's no use educating it."

THE DEVILTRY OF TESTS

In the words of Dr. George A. Dorsey, "The deviltry of intelligence tests is the cold assumption that there is something missing in the headpiece of the boy of twelve who fails to make the grade. . . . A Zulu cannot count above four — awful! What a moron! He owns a hundred head of cattle. Steal one — he knows it is gone. He has a name for every beast he owns. . . . We fail to realize that the boy of twelve does not make the grade not because he cannot but usually because that grade does not appeal to him."

It is a teacher's business to find out what the pupils can do as well as what they cannot do. Undoubtedly the standard established by the school is a valuable one in so far as the school is concerned. A three-feet yard stick we must remember is useful in measuring yards but not at all useful in measuring gasoline, getting the distance between sun and moon, and calculating the number of taste cells on the human tongue.

Each measure has its particular use. But when we curse a tin measure for not being able to space yards, and sentence a yard stick to the jolly bow-wows for not telling us how much of an appetite we have, we are in about the same position as today's teacher correspondent who set up her standard of measurement without interesting herself at all in the sort of things in which Henry might measure up well.

Perhaps a teacher's own intelligence might be measured on what she says with reference to the lack of intelligence of her pupils.

Copyright,

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Expanding Ideas

When I was a boy one of my most pleasant tasks was the care of the melon patch. I liked planting the seeds in the early spring, hoeing up the ground into a mound once the shoots had started, directing just a little the snail-like crawl of the sturdy vine towards open spaces, keeping off the boys when the melons began to ripen and finally eating with great gusto my share of the black-toothed concentration of sweet, crimson coolness.

Naturally I enjoyed also the bell-shaped golden blossoms and the velvet-coated bumblebees that fairly chortled with happiness as they rolled themselves in the yellow pollen dust.

Someone had told me that if, just when the melon bud had begun to grow, I slipped it into a bottle, the melon itself could take on a bottle shape. I tried it. I watched the fruit grow until it completely filled the inside of the bottle, then one morning I found the bottle neatly cracked apart with the melon expanding merrily in the open sunshine.

Yesterday I ran across another fellow trying to bottle up a growing melon. He was industriously trying to force the spirit of a fine people into a rum bottle. You know what I mean. He was earnestly trying to do all he could to defeat the eighteenth amendment, and he was sincere about it.

"If only the people," he was saying, "had the right to drink what they please, everything would be perfect, crime would disappear, drunkenness would vanish, automobiles would be more safely driven, business would be better," etc. As I listened to his red-faced harangue I thought of my melon experiment; I thought, also, of the huge rum bottle lying broken into fragments on the field of American life by the expanding force of a new idea.

As I looked at that idea it grew to be a thing of infinite beauty in my eyes; it seemed to sum up man's struggle for life and light and joy and liberty; it seemed to promise the defeat of all the old worn-out evils that have stamped their ugly forms on the life of man for thousands of years; it seemed to have within its bright green, growing self, the sweetness and the delicious coolness of real refreshment for the spiritual side of life.

"Never again," I said to myself, "will the enlightened people of this great country suffer the buds of promise in their melon patches to be slipped through the dingy brown, light-destroying necks of rum bottles, there to grow into maturity, distorted, ugly creatures, bleary-eyed and knee-shaking travesties of the noble things God intended them to be."

The Water-walking Tolok

Last Sunday the colored supplement of a daily paper carried a picture of a man with little boats on his feet, trying to walk across a pond. From the strained look on his face and the way his knees were bent it was very evident he was not having a happy time of it. I could not help wondering what would happen if he tripped over a lily leaf and fell.

Down in Yucatan, however, there is a real water-walker. He is called the Tolok, and is a pretty green lizard with a long tail. The four feet of the tolok are furnished with wide flanges hung between the toes. Those who have seen this happy little fellow say that it is a joy to watch him run across the surface of the water. He is so pert and happy about it. He lifts his head and darts this way and that, a lovely, green flash in the sunlight. I could not help thinking of him as I studied the picture of the anxious water-walking man, and yet, the same page carried a photo of a great airplane driving through a cloud, compared with which an eagle's flight was slow and limited.

Wherever a man wishes to go or whatever he wishes to do, he finds the secret held out to him by some timid creature of field or wood or air.

What the inner-directing spirit of the flower or bird invents, man has the power to improve upon, through the God-given intelligence that is his. What a priceless heritage to be born a human being and to have the earth and all its wonders set before us as our inspiration and a guide to help us make the most of mighty opportunities!

By One's Companions Let One Be Judged

(Written in Answer to a Request Regarding My Stand on Prohibition.)

Recently in one of America's most famous cities, on the tenth anniversary of the passing of the Prohibition Amendment, a meeting was held in one of the country's most sacred buildings. The people who held that meeting did some very peculiar things; they tolled a historic bell while they read off the names of bootleggers killed while attempting to violate the laws of the country; they offered up prayers for violators of our Constitution and from the wording of the prayers one was led to believe that they applauded the cause in which the violators died; they called their meeting the Rebellion against Prohibition; they called on all citizens to resist the law; they set up the claim that no man need have any concern about violating the law. One important speaker said this: "Because some fool legislator makes a law am I, therefore, compelled to restrain my natural appetite?" At the same moment the body of a policeman, killed while on duty, by bootleggers, was lying in another part of the town awaiting burial. Not a word, so far as I can learn, was said about the plight of this man or his family of wife and several children.

I am rehearsing the details of this infamous meeting to call to the attention of the youth of this nation the character of the men and women who are trying to destroy our Constitution. Are they the sort to be imitated and, if imitated, just where will their leadership carry one?

I think, if anyone wishes to size up the situation as regards prohibition, he can do no more helpful thing than study the acts, the utterances, the antics of those who have allied themselves with gunmen, thieves, and other disloyal scoundrels. It is one thing honestly to disagree with the wisdom behind a certain law of our country and use every peaceful and proper means to bring about a change, but it is quite another thing to let one's opposition throw him into line with all the evil forces in society.

So far as I can see, the sale of liquor has always been accompanied by the growth of all sorts of vice. Every remedy known to man has been tried to rid it of its vicious character without success. Death and destruction, poverty and misery, feeble-mindedness and immorality, dishonesty and disloyalty, disregard for law and the welfare of society, have always trailed along in the rear of alcohol.

No modification of our present law will do anything other than increase the damage that alcohol is doing even now. The issue is very plain. Either alcohol must be made as plentiful as water and as cheap, or its manufacture and sale must be absolutely forbidden. There is no middle course.

I hope the girls and boys who hear this letter read to them will consider

seriously this question of drink and lend their influence towards upholding the present law and strengthening the hands of the law by defeating, insofar as it lies in their power, every effort of the liquor ring to have its vicious and destructive way.

Little Lakes of Death—I

Several summers ago I was traveling in Canada. Just at evening I made camp in a meadow where a beautiful brook wriggled this way and that through a glory of clover bloom. After the evening meal I went down to the brook edge to enjoy myself in the wonderland that always unfolds itself under the waters to one who is willing to spend a silent hour in patient watching.

Just on the edge of the water, however, I came across a handsome, tall thistle of a variety that was new to me. I want to describe it to you briefly because it is the inventor of one of the most marvelous, protective schemes to be found anywhere on the North American continent.

The Teazle is a tall, dignified thistle. The stalk is straight and sturdy, with leaves branching, one opposite the other, in a most beautiful and graceful manner. On the top is the flower cone, a wonderful creation, looking much like a lovely pineapple, but covered completely with little, sharp bristles. In and out between the bottoms of the bristles glitter and flash a thousand lavender flowers. At the bottom of the flower cone are four large, curved horns, like keen scimitars threatening the unwary intruder with their piercing points.

All this is wonderful and beautiful enough for any plant, but the Teazle is no ordinary flower. When I came upon this curious thistle I stopped to examine it. Imagine my surprise to find a little circular lake (I suspect a poison lake) around the central stem wherever two of the broad leaves came together. I looked more closely. Could I believe my eyes! The bottom lake, nearly a foot from the ground, was full of drowned ants and beetles and little bugs; the lake a foot above that had many drowned creatures floating on its surface; the lake a foot above that had very few, while the lake above that had none at all.

How marvelously the inner-directing spirit of the plant had protected it against the invasion of unwelcome and hostile guests!

(To Be Continued.)

Little Lakes of Death—II

But from what source had the water come? A glance at the wide, eave-trough shaped leaves told the story. Each was perfectly designed to drain every drop that fell on it into the lake below. But this fact told only part of the story. There had been no rain for at least ten days. From a still, blue sky the August sun had sent down a blistering heat that had dried up the shallow ponds along the road. The next morning I found the answer. During the night the cool surface of each leaf had condensed the moisture in the low meadow into dew and the dew, drop by drop, had run down to keep the level of the lake where it belonged.

While I watched, a small bumblebee droned past my ear, landing lightly on the bristling thorns of the cone-shaped blossom. In an instant she was very busy, poking her long, uncurling tongue down into the hearts of the lavender flowers. She was a welcome guest, while the hosts of dead creatures down below were enemies.

I wonder if the first warrior to dig a ditch around his castle and fill it in with water took his idea from the Teazle plant? I wonder if he ever looked up into the sky and dreamed of a day when those he loved would come to him, not across the road winding down below, but droning swiftly in from the high clouds above his head.

Thus nature anticipates the discoveries of mankind. In the region of his spirit, alone, is man supreme. This thought should bring home to us the need of developing within us our marvelous spiritual powers.

HOW TO DEVELOP A USEFUL SHORTHAND VOCABULARY

One of the outstanding merits of the Three Red Books of Gregg Shorthand is the economic distribution of the task of building a useful shorthand vocabulary.

The Three Red Books were constructed as a unit through which the building of a useful writing vocabulary progresses with pedagogic accuracy. Each of the three texts undertakes its definite share of this task.

To the Shorthand Manual is given the task of building the vocabulary of highest frequency. Its theory principles are illustrated by, and the reading and writing exercises grouped around, the three thousand most commonly used words.

To Progressive Exercises, the second Red Book, is allocated the duty of extending this vocabulary to the fourth and fifth thousand words by means of short diagnostic tests and sentence drills on each of the units in the Manual.

To Gregg Speed Studies, the third Red Book, is given the important task of putting the combined vocabulary of the Shorthand Manual and of Progressive Exercises to work immediately through the medium of interesting and instructive business letters and articles. And, in addition, Speed Studies takes up the task of broadening the student's writing vocabulary by teaching him some 2,500 words that Horn's Study places beyond a frequency of five thousand, but which occur in present-day business use often enough to make their mastery essential.

Let us send you an examination copy of this new Speed Studies. Try it in your beginning theory class a few days and you will find that it is correctly named "The Companion Text to the Shorthand Manual." Every one of its 314 pages is packed with helpful aids — choice drills on shorthand penmanship, on brief-form derivatives, on frequent phrases, etc. It brings to the student hundreds of selected letters and articles written in beautiful shorthand, visualizing modern business at work.

Attractively bound in red cloth to match the new Manual. List price, $1.20.

Send for Course of Study in Gregg Shorthand based on the Three Red Books. It is yours for the asking.

THE GREGG PUBLISHING COMPANY

New York Chicago Boston San Francisco Toronto

EDUCATION IN ACTION

Educators Named For Haitian Inquiry

Four educators have been designated by Dr. Robert R. Moton, president of Tuskegee Institute, at Tuskegee, Ala., to undertake, at President Hoover's request, an exhaustive investigation into the educational system of Haiti with a view to recommendations for the future. The Department of State's announcement on behalf of Dr. Moton says in part: "In response to the President's request of Tuskegee Institute to make an educational study of Haiti in co-operation with other institutions, to be accompanied by constructive recommendations, the following persons have been designated to serve on the President's committee for this purpose: Dr. Mordecai Johnson, president of Howard University; Professor Leo M. Favrot, field secretary of the general education board; Professor Benjamin F. Hubert, president of Georgia State Industrial College, and Dr. W. T. B. Williams, dean of the college, Tuskegee Institute, and field agent of the Jeanes and Slater funds."

Says College Girl Same as in 1900

Despite many superficial changes, the college girl of today is very little different from her predecessor of thirty years ago, said President Ada L. Comstock, of Radcliffe College, recently. She said the most striking change, to her, lay in the various classes of society from which the students come, rather than in the girls themselves. Formerly all students used to be drawn from the same level of society, generally with an intellectual tradition behind them. Today every level is represented, and girls with but a slight educational background often form a large portion of the student body. Since this condition makes the college as an institution more representatively American, Miss Comstock regards it as an advance along the right lines. Henry James' words, "decent and dauntless," seemed to Miss Comstock the most fitting to describe the modern college girl. "There is a sense of adventure in the world today," she declared, "instead of the smugness prevalent at the close of the nineteenth century. The modern girl is self-seeking, self-perfecting. In whatever she does—dancing, skating or swimming—she is constantly striving to excel. Secure in her knowledge of herself and the world, she cherishes her new freedom and is constantly showing that she is capable of managing her affairs."

Students at Berea Earn 75% of Costs

Further progress in the emergence of the Southern mountain people from their isolation of nearly two centuries is indicated by the annual report of Dr. William J. Hutchins, president of Berea College in Kentucky. The continued need, however, is illustrated by his statement that twenty-one per cent. of the parents of Berea's 2,500 students do not own their homes or even small farms, and that seventy-three per cent. live an average of more than nine miles from any community. Berea's labor program enabled its students, none of whom pays tuition, to earn last year $159,500, or seventy-five per cent. of their living expenses and incidental fees. The percentage of wholly self-supporting students was 48.8, the highest in Berea's history. The work index was the highest of record, 433, this being the equivalent in full-time workers represented by the student labor of the year.

Rockefeller Aids Pocantico School

It will cost $150 to educate each of the 200 pupils in the newly-created Rockefeller district school in Pocantico Hills, N. Y. Mr. Rockefeller is now backing plans to spend more, and indications are that before the end of the school year the cost will be advanced to $200 a pupil. Through consolidation of three districts a model central high school has been created at Pocantico Hills, and at the last meeting of the board of education an architect was engaged to prepare plans for a new school which will cost upward of $300,000. Mr. Rockefeller, who owns virtually all of the property in the consolidated district, has agreed to pay half.

Ask Pupils Mark Tercentenary

The recommendation that the schools of New England observe the tercentenary of the founding of the Massachusetts Bay Colony this year by appropriate instruction and exercises, is included in a resolution passed by the New England Superintendents' Association. The recommendation reads: Resolved, that the New England Association of School Superintendents recommend that the schools of New England observe the tercentenary of the founding of the Massachuestts Bay Colony by appropriate instruction and exercises, and be it further resolved, that the New England Association of School Superintendents urge that the significance of the tercentenary of the founding of the Massachusetts Bay Colony and the contributions of the Puritans to our national life be brought to the attention of the Department of Superintendence of the National Education Association to the end that these events may, with the approval of that body, be given proper study and observance in the schools throughout the nation.

Many Want Course At School for Blind

Applications have been received at Perkins Institution for the Blind, Watertown, Massachusetts, from youths in Brazil, Argentina and Chile who are studying English in order to take the Harvard half-year course on the education of the blind, which will begin its tenth session this coming fall. The ninth season of this half-year course ended with thirteen students taking a three-hour examination—five who have their sight, using printed questions and blue books supplied by the university, the rest reading questions from transcriptions in Braille and writing their answers on ordinary typewriters. With voluminous required reading, several written themes and conducted visits to the special agencies of Greater Boston, all made under the guidance of Miss Jessica Longworthy, the work of the students is very intensive. Twenty-three of the present Perkins staff have taken the general or Harvard course.

Wisconsin University Has Great Growth

What once was a "little red schoolhouse," opened to twenty prep students eighty years ago, now has grown into the University of Wisconsin, with an enrollment of more than 9,000 students, 150 buildings, several colleges and a comprehensive faculty. In 1847 this "meeting place," known as the Madison Female Academy, was a building of red brick, and two stories high, with a board fence outlining the "campus." Here the students paid $20 for tuition and were taught by only one professor, John W. Sterling. College classes, freshman and sophomore, began after the erection of North dormitory, which accommodated from fifty to sixty-five students, in 1851.

Alma Mater Costs Judge $2

When Miss Virginia Fling was arraigned in Evanston, Ill., for speeding, she told Justice James M. Corcoran she was hurrying home from classes at Northwestern University. "I'll make it a low fine," said the court, for here was a student of his Alma Mater. "Two dollars." "Make it as low as you will, your honor, and I still can't pay it," said Miss Fling. "I'm broke." Justice Corcoran drew forth a wallet and, with a show of resignation, paid the fine himself. "That's what I get," he said sadly, "for going to college."

School Saving System Abused

"Loyalty to a good idea has recently driven some public school teachers to a ridiculous and fanatic extreme," the Boston Transcript stated, editorially, in a recent issue. It went on to say: "Of late years, as is well known, a system has been devised whereby children in all grades of the schools can open savings accounts, and gradually increase them, through deposits made at school. It is an excellent plan, as we have frequently remarked in the past. Undoubtedly it has value in teaching and encouraging habits of thrift, and should itself be encouraged. But like every other good thing it is open to abuse, and some schools have not failed to abuse it. Driven on by a competitive urge that the third-grade classroom shall have as good a savings-record as the fourth grade, and so on up the ladder, axaggerated emphasis is placed on the idea that each class must have what is called a '100 per cent. savings-record' each week, i. e., that each child in the room shall have made some deposit. As a goal to be desired, this is well enough, but what is not well is that children who fail to 'bank,' as the process is called, should be held up to censure and discipline. Unwilling though some minds may be to admit it, the fact is that in every public school there are likely to be a few children whose parents simply cannot afford to provide each of their offspring with savings-money for each week. It may be argued that for each at least a penny could be provided, and that the amount of the deposit is not made public. This is true, so far as the teachers' records are concerned, but among the children themselves no secrets are tolerated regarding any activity common to them all. This aspect of the matter becomes all the more serious as children grow older, and the junior high school is reached, where very small deposits may become distinctly embarrassing. Recently in the junior high school of a prosperous residential community, one boy, of earnest and promising characteristics, who often is forced to go without lunch because he has not a nickel to spend for it, failed to make a weekly deposit. This spoiled the grade's '100 per cent. record,' and the boy was disgraced by being ordered, in the presence of all his mates, to 'report to the principal.' Such callous abuse of an excellent plan we do not believe any bank or banker in Massachusetts would for one moment approve, but on the contrary, in the interest of fair and intelligent protection of a good system, would desire such thoughtless fanaticism stopped at once. Thrift and a sense of justice are virtues of equal importance."

Teachers Advised To Get Into Politics

Michael J. Davitt, of Wilkes-Barre, Penn., field secretary of the Pennsylvania State Teachers' League, said teachers can be as powerful an influence in public life as they are in the classroom, and urged them to "go out and get into politics." Speaking at the annual convention of the league, he said that in many parts of the state teachers are in constant danger of dismissal for political reasons, whatever their ability. Participation in politics, he declared, would benefit both them and the public.

Why Change A Course of Study

The fact that a school system will change its Course of Study to fit a book is surely a high tribute to the text.

Problems in American Life, by Joseph I. Arnold, of Bridgewater, Massachusetts, is a "good excuse" for introducing a twelfth grade combined course in Social Science, if you do not already teach such a course. The many adoptions it has won during its first year are convincing evidence of its definite organization, and clear, interesting diction.

736 pages, well illustrated, bound in fabrikoid; list $1.80

ROW, PETERSON & COMPANY
EVANSTON, ILLINOIS
New York Philadelphia San Francisco

A Modern Method of Measuring Pupils'
PROGRESS IN READING

Test your pupils daily and weekly with the ability tests given in

MY PROGRESS BOOKS IN READING

There are four books in this series for grades 1, 2, 3 and 4. Each book contains about 50 ability tests, plus profitable seat-work, plus silent reading units. These books individualize instruction and save time for both pupil and teacher.

Inexpensive. Every student can afford a copy. Price 25 cents, single copy; 18 cents, plus postage, in quantities of four or more.

REQUEST COPIES NOW.

AMERICAN EDUCATION PRESS, INC. J.E.
40 S. 3rd. St., Columbus, Ohio

Send ..... copies of My Progress Books in Reading for grade 1..... 2..... 3..... 4.....
(Specify grade. There is a different book for each grade.) I enclose ..... Send bill .....

NAME.....

ADDRESS.....

Bates to Launch $3,700,000 Plan

Approval of a proposed ten-year development program at Bates College, to cost $3,700,000, was given by the board of trustees of the institution at their mid-winter meeting. The proposal, presented by Clifton D. Gray, president, calls for the expenditure of approximately $1,409,250 for new buildings and renovation of old structures, and endowments of $2,295,000, for a twenty-five per cent. increase in salaries of the present faculty, additions to the faculty and scholarships.

No Underclassmen, Is Hutchins's Scheme

An expansion program, revolutionary in some of its aspects, was presented by Dr. Robert M. Hutchins, president of the University of Chicago, to an alumni group recently. Elimination of freshmen and sophomores as such and the establishment of a separate collegiate division for them are included in the plan. The purpose of the new system, Dr. Hutchins said, would be graduate students on the basis of educational capacity. Reorganization of the university into three divisions instead of the present two — graduate and undergraduate — is contemplated by the president. These would be: Collegiate, where students would begin their work; university division, for formal educational features, and the graduate's school, to remain much as it is now. The time the student spent in the collegiate division would be determined, not by the hours of credit gained, but by his "reaction to the university's opportunities and his own qualifications for advanced work."

Illiteracy Aid To Longevity

The centenarians in Bulgaria have been counted and the circumstances under which they reached their age analyzed. It was found that there are altogether 158 persons who can prove that they are more than 100 years old. Education is not a thing that matters when one wishes to outlive one's fellows. On the contrary, it seems that illiteracy keeps off a lot of excitements that may have a weakening influence. Of all Bulgarian centenarians only twelve can read and write. As a diet ninety-five per cent. have been strict vegetarians, three per cent. have eaten small quantities of meat from time to time, and only two per cent. are regular meat eaters. Most of them dwell in the mountainous districts, where life is harder than in the plains.

TREND OF THE TIMES

THE "PIN-MONEY WORKER" was vigorously criticised by Miss Frances Perkins, State Commissioner of Labor for New York. Miss Perkins asserted that a woman under no economic necessity should not compete in the labor market with girls who must earn their living. "Until we have every woman in this community earning a living wage—and by that I mean not less than $20 a week for the City of New York—until we have a firmly established habit of short working hours, and some kind of old age security, I am not willing to encourage those who are under no economic necessities to compete with their charm and education, their superior advantages, against the working girl who has only her two hands," she said.

REPRESENTATIVES of commercial air transportation companies in conference with Clarence M. Young, Assistant Secretary of Commerce for Aeronautics, approved a new standard of minimum requirements, designed to improve passenger safety in the air. The new provisions will virtually make it mandatory on passenger air companies to install all new air navigation facilities and improvements as rapidly as they are proved practical.

"THERE IS NO greater commercial ambassador than the motion picture," Harry M. Warner, president of Warner Brothers' Pictures, Inc., told a meeting of the League of American Penwomen at Washington. It has already brought about changes in wearing apparel, furniture and standards of people, who never dreamed of changing, and in its talking phase has started a quest for a universal language, he declared. The industry now serves audiences of 115,000,000 weekly in the United States, and 130,000,000 abroad, with their chief form of entertainment, he said.

ROUNDING UP CRIMINALS by radio has become such an efficient phase of police work that the attention of the nation has been attracted. Police methods are being revolutionized, both in this country and abroad. Radio stations devoted to crime fighting flash warning of accomplished or attempted crimes within a few seconds after the report has reached police headquarters. Twenty-six cities and villages and three state police departments have police radio systems in operation.

MODERN MEDICINE with test-tubes, microscopic and prophylactic measures is slowly putting the African witch doctor out of business. Fetichism and superstition will persist, but the number of their adepts gradually decreases each year, especially in Togoland and Cameroun, where witch craft and sorcery are fighting a losing battle against modern science. Formerly the sick negro called for the medicine man, supposed to possess occult, supernatural powers. Today most of the natives, when ill, consult the colonial physician.

A "UNIVERSAL DRAFT" LAW for the conscription of capital and materials, as well as man-power, was urged as "a safe and sane insurance against future wars" by O. L. Bodenhamer, national commander of the American Legion. "The veterans of the World War love peace, and want peace, but they also want preparedness, in case of another war, against the reoccurrence of the confusion and extravagance and reckless expenditure of money and of lives which accompanied our entry into the recent World War, because of our unpreparedness," he said.

EXPENDITURES of more than $825,000,000 for public works by twenty-six states have been reported to the President by their governors in response to his request for such information. With additions to be reported by them later as well as the expenditures of the remaining twenty-two states, it is expected that the total will exceed $2,000,000,000.

AN AMERICAN'S OUTPUT is a great deal higher than an Asiatic or a European because he is aided by machines; he is not a "wage slave," but a boss with numerous invisible mechanical slaves working for him, declares Dr. Thomas Thornton Read, professor of mining at Columbia University, after a three-year survey. "It is even probable," he says, "that people in the United States work fewer hours and at a less average rate than in any other country of the world."

The BOOK TABLE

THE WAYS WE TRAVEL, JOURNEY CLUB TRAVELS. By Frances Carpenter. Cloth. Illustrated. 210 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Here is a beautiful school book that is an entirely new creation in education, which is a rarity in this day of much imitation in school book making.

It is impossible to describe this wonderful book, its information or its beautiful illustrations. It goes back to the best ways to travel in the long ago and comes along to the most famous ocean and air travel, railway and water travel.

The plan is of having three boys and three girls travel in every attractive way today, always contrasting the remarkable opportunities today with its counterpart in days long gone.

There are added chapters on the telegraph, telephone, moving pictures, talking movies, and radio.

Everything is brought down to 1929. It is certainly wonderful.

THE AMERICAN PEOPLE AND THEIR OLD WORLD ANCESTORS. By Grace Vollintine, Francis W. Parker School, Chicago. Cloth. 576 pages. Illustrated. The Tryon and Lingley History Series. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a new approach to an historical American creation. It is a remarkable success in studying the reason why the Europeans who early came to the Atlantic Coast country in America abandoned everything, European dress, manners and habits, and became Americans.

Why did not a second Europe grow up on this side of the Atlantic? The English, Dutch, Scandinavians, French lived in separate settlements, and largely dominated separate colonies, but none of them held tenaciously to their native language or customs. The reason for their universal Americanization is clear and forceful. This is a sample of the masterful way in which the America of today with all races, nationalities, creeds and inheritances is highly American. This is one of the notable features of "The American People and Their Old World Ancestors." It does not trail after the traditional makers of school histories, neither is there any freakishness in the treatment of the greatest problem in American history.

It courageously ignores the limitations of traditionalism in school history making without any trace of infatuation for individualism. There is the same reverence for personality that the Francis W. Parker School has adhered to from the first.

STUDY AND APPRECIATION OF THE SHORT STORY. With Representative Readings by Roy Ivan Johnson, Harris Teachers College, St. Louis; Esther Marshall Cowan, and Mary Safford Peacock, Kansas City. Cloth. 446 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

In nothing does the spirit of the best in modern education appear to better advantage scholastically in genuine achievement than in the teaching of literature, and nothing better demonstrates the sanity and thrill of the progress that dominates the best teaching of today than this book which devotes sixty pages to suggestions for enjoying masterful characteristics of the "Short Story," and six times as much space to thirty complete "Short Stories" in which every merit which the authors describe is achieved delightfully and scholastically.

It is a high type of the best development of secondary school textbooks of today.

TOM AND BETTY. A Primer.—The Bolenius Readers. By Emma Miller Bolenius. Assisted by Mary McSkimmon, Brookline, Mass., and Florence E. Bamberger, Johns Hopkins University. Illustrated by Mabel Betsy Hill. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Everything in "The Bolenius Readers" is a work of art and has been from the time when her institute lessons on reading in the Pennsylvania counties were spellbinders.

"Tom and Betty" has the flare of the latest attraction in school readers. An unexpected charm of "Tom and Betty" is the fact that the genius of the time-honored author is heightened by association with two of the most brilliant women in education, the principal of the Pierce School, Brookline, who has made her school admired by scholastic visitors from European countries, and the assistant Dean of Education, Johns Hopkins University, who won this distinction because of the superiority of her work as supervisor of Baltimore schools.

"ANIMAL FRIENDS, a First Reader," by Emma Miller Bolenius, Mary McSkimmon and Florence E. Bamberger, has all of the brilliant features of "Tom and Betty," with the added charm of dressing up professionalism so delightfully that even the time-honored repetition scheme is interesting. Instead of the traditional animals joining in the wild, senseless races in this case a monkey dropping a cocoanut starts a rabbit that starts other rabbits, fox, deer and even an elephant.

Without wandering far from the beaten paths of devices, "Animal Friends" has entirely new interests which would be inevitable with the introduction of the genius of Mary McSkimmon and Florence E. Bamberger.

A HISTORY OF WOMEN'S EDUCATION IN THE UNITED STATES. By Thomas Woody, University of Pennsylvania. Volume I, 608 pages. Volume II, 646 pages. Science and Education Series. Edited by J. McKeen Cattell. New York City and Lancaster, Pa.: The Science Press.

This is much more than a history of women. It is a history of education in the United States with a thoroughness not attained in any other two volumes. The spirit of the work is ideal; the faithfulness to detail is masterful; the historical trend is scientific; the literary style is attractive.

See editorial in this issue.

The NORTHFIELD

A Springtime Vacation

can well be enjoyed here amid springtime beauty. Seasonable sports; tramping on fascinating mountain trails in beautiful scenic environment; other recreation.

Pleasant rooms, inviting library and parlors, congenial companionship, make you feel at home.

Accommodations for party or individual. Only 100 miles from Boston (North Station) by convenient trains. Excellent motor roads.

Special rates for teachers. Write for folder, or phone Northfield 44 for reservations.

AMBERT G. MOODY, Mgr.
East Northfield, Mass.

A NEW SERIES *of* WORK BOOKS

Arithmetic

STANDARD ARITHMETIC DRILLS AND TESTS.

For grades two, three, four, five, six, seven, and eight. 128 pages; size 7 by 10. Mailing price, **25c** each.

In this series of drill books, an abundance of drill and test material, carefully prepared and carefully graded, is ready for the pupil's use. Each book has an index to enable teachers to turn immediately to the drill material wanted. Score cards, answer books, and manuals have been prepared.

Algebra

PRACTICE EXERCISES IN ALGEBRA

96 pages; size 7 by 10. Mailing price, **30c** each.

The use of these exercises will enable the teacher to get better results. They are not based upon any particular textbook. They supplement the text, strengthen it, make its use more effective. The author has worked out a more economical way of doing the required work.

Plane Geometry

PRACTICE EXERCISES IN PLANE GEOMETRY

72 pages; size 8¼ by 11. Mailing price, **35c** each.

The lessons teach the pupil *how to do* and provide a space *in which to do* the work. Much valuable time is saved the pupil by eliminating the unnecessary and unprofitable work of copying. The material enriches and supplements the textbook. The *why* in geometry is duly emphasized in every lesson.

Send mailing price for copies, or write for information concerning the series.

WEBSTER PUBLISHING CO.
1808 WASHINGTON AVENUE ST. LOUIS, MO.

GRINS BETWEEN GRINDS

Not Quite

"The way for you to straighten out your financial difficulties is to live within your means for a while, until you get square."

"Within our means? I should say not! We may be poor, but we're not as badly off as all that."

Not Guilty

Judge: "Guilty or not guilty, Rastus?"

Rastus: "Not guilty, suh."

Judge: "Ever been in jail?"

Rastus: "No, suh, I never stole nuthin' before."

His Big Mistake

Mrs. Henry—"Didn't the preacher mispronounce Ezekiel in his sermon? I never heard him make a mistake in pronunciation before."

Henry—"How about when he pronounced us man and wife?"

Conversational Delay

Si Heck approached his neighbor to pass the time of day. "'I set my boy to sawin' some wood to-day," he said.

"Did ye?" replied Joshua Higgins. "I'll send my boy Alf right over to help him."

"No, you won't, either! I want the job did in a hurry."

Try It

Knosit—"All women like a little flattery."

Prosit—"Ever tell a woman she looks well preserved?"

Distance Lends Defence

A newspaper editor received a poem entitled: "Why am I alive?"

He replied: "You are alive because you sent your poem through the mail instead of bringing it."

Gold Star for Tommy

Teacher—"Tommy, can you give me an example of paradox?"

Tommy—"Yes, sir. A man walking a mile and only moving two feet."

The Minister Surprised

A minister, traveling one day in a street car, noticed a fellow-passenger standing and holding on to a strap. Unfortunately the standing one was drunk, and became a general nuisance to the other passengers. The minister offered the poor fellow his seat, and the man accepted the offer with thanks, and sat down. The minister saw that the man wanted to say something, for he smiled radiantly, as if an inspiration had come to him. The minister leaned down to listen, and the inebriate loudly whispered: "Yer the only gentleman in this 'ere bus who knows what it is to be drunk."

Phonetic

Teacher: "Now, if I write 'n-e-w' on the blackboard, what does that spell?"

Small Pupil: "New."

Teacher: "That's right. Now, if I put a 'k' in front of it?"

Small Pupil: "Canoe."

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS BOSTON, MASS.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 139 Page Ave.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.

Send for circular and registration form free.

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

New York
BTB
Philadelphia

BRYANT TEACHERS BUREAU, Inc.

1759-60 SALMON TOWER
11 WEST 42ND STREET
New York City

Member National Association of Teachers' Agencies

The TEACHERS EXCHANGE

of Boston, 120 Boylston Street

Recommends Teachers, Tutors and Private Schools

"The Old Reliable" Established 1882

THE CLARK-BREWER TEACHERS AGENCY

Each applicant is registered without extra charge in all our six offices, thus offering services of six Agencies covering the country for the price of one. Write any office.

CHICAGO, Lyon & Healy Bldg.
NEW YORK, Flatiron Bldg.
PITTSBURGH, Jenkins Arcade
KANSAS CITY, N. Y. Life Bldg.
MINNEAPOLIS, Globe Bldg.
SPOKANE, Chamber Com. Bldg.

Get Brewer's National Educational Directory 10,000 Names. Price $1.00

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

ANDRÉ is the new Arlo Book

We traveled to Champlain's own country to bring you this story of his discoveries and adventures. ANDRE is a tale of old Rouen and its Norman towers; of stormy seas and a brave French explorer; of crude Indian life in the New World; and the hard struggle of new settlers. Through it is woven the story of a young French lad whose life the great Champlain has in his keeping. This is ANDRE.

ANDRÉ, a historic novel dealing with the travels of Champlain, for fourth and fifth grades — 60c

By BERTHA B. and ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

The Seven Mistakes of Man

"There are seven mistakes of life that many of us make," said a famous writer, and then he gave the following list:—

1. The delusion that individual advancement is made by crushing others down.
2. The tendency to worry about things that cannot be changed or corrected.
3. Insisting that a thing is impossible because we ourselves cannot accomplish it.
4. Refusing to set aside trivial preferences, in order that important things may be accomplished.
5. Neglecting development and refinement of the mind and not acquiring the habit of reading and study.
6. Attempting to compel other persons to beiieve and live as we do.
7. The failure to establish the habit of saving money.

—Exchange.

Words of Thrift

By Benjamin Franklin

Trouble springs from idleness and grievous toil from needless ease.

Three removes are as bad as a fire.

Keep thy shop and thy shop will keep thee.

The eye of the master will do more work than both his hands.

Want of care does more damage than want of knowledge.

Not to oversee workmen is to leave them your purse open.

In the affairs of this world men are saved, not by faith, but by the want of it.

The World's Language

Waitress—"Hawaii, gentlemen? You must be Hungary today."

Man — "Yes, Siam, but can't Rumania long. Venice lunch ready?"

Waitress—"I Russia to a table. Will you Havana?"

Man—"Nome, you can wait on us."

Waitress—"Japan a menu? The Turkey's Nice."

Man—"Can't Jamaica little speed?"

Waitress—"I don't think the cook can Fiji that fast but Alaska."

Man—"Just put a Cuba sugar in our Java."

Waitress—"Sweden it yourself. I'm only here to Servia."

Man—"Denmark our bill and call the Bosphorus. He'll probably Kenya. I don't Bolivia know who I am."

Waitress—"And I don't Caribbean. You certainly Armenia."

Boss — "Samoa your racket, eh? Don't Genoa customer's always right? What's got India?"

Man—"Canada noise. 'Spain in the neck."—Exchange.

Have Faith in Yourself

Most men go to pieces when they have had a few good beatings. They wilt. They fade away. They crawl into a safe little corner and hide while the great rough tide of glorious life rushes past them. The fact is that defeat is the normal thing in this haphazard world and victory comes but seldom. Every victory, usually, is the result of a long series of defeats. A man must have faith in himself and in what he is trying to do. He must say "I can." He must back himself to win. He must bet on himself. He must have faith in the people he works with. He must believe in his team. He must see the better side of his coworkers and not think that his own point of view is the only right one. He must have faith in those greater principles that make us superior to the animals in the forest—truth, honesty, sympathy, justice, progress.

—Forbes Magazine.

Four things a man must learn to do,
If he would make his calling true;
To think without confusion clearly,
To love his fellowmen sincerely,
To act from honest motives purely,
To trust in God and heaven securely.

—Henry Van Dyke.

NEW EDUCATIONAL BULLETINS FOR TEACHERS

Laws for Humane Education now exist in twenty-six states

The Humane Bulletin has been prepared with material for grades from elementary to junior high school. It is a valuable help to any teacher. Boards of Education and Humane Societies wishing to supply their schools can do so at low cost.

Price: Twelve Cents per copy or Ten copies for One Dollar, post-paid

Sample Copy Will Be Furnished Boards of Education on request

American Humane Education Society

180 Longwood Ave., Boston, Mass.

Wm. B. ITTNER, Inc.

ARCHITECTS

A record of achievement.

475 Schools in
116 Cities and Towns in
28 States

St. Louis, Mo.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

ALBERT TEACHERS' AGENCY

45TH YEAR

25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas

TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY

Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

introduces to Colleges, Schools and Families, superior

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The Corlew Teachers' Agency

GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHER'S AGENCY

Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for **careful personal service**

Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence

PROMPT! COURTEOUS! FAIR!

Member of National Association of Teachers' Agencies